DOCUMENT RESUME

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ABSTRACT

This objective referenced test for an early childhood education program was written after examination of approximately 20 tests designed for evaluation of preschoolers. The test measures the attainment of performance objectives in self-awareness, language skills, cognitive skills, career awareness, and determines whether youngsters are ready for the experiences they will encounter in kindergarten. Directions for administering this individualized test are included as well as directions for scoring. A list of inexpensive and easily obtained materials needed for the test is included. (RC)

ED 097345

SCHOOL DISTRICT - THE CITY OF PONTIAC

DEPARTMENT OF RESEARCH AND DEVELOPMENT

Portiac Objective Referenced Test

Pre-School Assessment

Early Childhood Education Program

1972-1973

This test was made possible by funds provided by TITLE III - Experimental and Demonstration Model.

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Submitted by:

Department of Research and Development

Pontiac Schools, Pontiac, Michigan

TM 003 958

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NARRATIVE

The primary objective of the Early Childhood Education Program is to prepare children for the Kindergarten experience. It is assumed that children receiving the services of the program will be better prepared for Kindergarten than students not having the experience provided by the program. This assumption can be tested out by carrying out a study which compares the entry level skills of program participants with those of a comparable group of entering Kindergarten students.

During the first year of the program, 1972-1973, it way the task of the Evaluator of the program to conduct a search of appropriate pre-school tests commercially available or design an instrument for use in our study. Following a careful examination of approximately 20 tests designed for evaluation of pre-schoolers, it was decided to write an Objective Referenced Test for the Early Childhood Education Program. The test in this booklet represents items that were written and pilot tested during the 1972- 1973 school year. It will be revised during the Summer of 1973 and pilot tested again in the Fall of 1973. Final revision will be submitted in the Spring of 1974.

ECEP PERFORMANCE OBJECTIVES

Self Awareness	Test Item No.
A. Given the task of identifying their self, the children will respond by saying their first and last name.	1
B. Given the task of identifying their age, the children will respond by telling their age in years.	2
C. Given the task of identifying their residence, the children will respond by saying their address	3
D. Given the task of identifying body parts, the children will point to the part of the body named by the examiner.	4-15
E. Given crayons and paper, the child will draw a picture of a person	16

Language Skills	
A. Given a series of pictures depicting words judged to be essential to success in kindergarten, the child will point to the correct picture	17-20
B. Given objects such as a ball, block, envelope, and button, the child will respond with a verbal description of each item.	21-28

Cognitive Skills	
A. Given a color chart, the learner will name each color as requested by the examiner.	29-37
B. Given a set of objects the learner will group objects that are the same size.	40
C. Given a picture of children of varying heights the learner will choose the tallest and shortest as requested.	42-43
D. Given a picture of five objects of varying lengths, the learner will point out the longest and shortest as requested	44-45
E. Given a series of pictures of geometric shapes, the child will point out which figure is different from the other three figures.	38-39

Continued Cognitive Skills — Test Item No.

F. Given pictures of various shapes, the learner will identify circles, triangles, squares, and rectangles as requested. 46-49

G. Given the task of drawing figures the child will draw a straight line, circle, and square, which are judged by the examiner to be recognizable. 50-52

H. Given a small object such as a block, the learner will place the object in the following positions: inside, outside, beside, over, in front of, in back of 53-59

I. Given the task of counting, the child will count to ten by rote 60

J. Given a series of sets of objects, of differing number, the child will correctly identify the numbers of members in the set 61-62

K. Given two sets of objects, one set with one to three members and the other with eight to ten members, the learner using only visual inspection, will point out the set with more members. 41

Career Awareness

A. Given a set of pictures of community workers the students will demonstrate ability to name the occupation of the community worker. . . 63-70

Motor Skills

A. The child will be able to hold a 13" playground ball chest high, release it and catch it three consecutive time with both hands. 71

B. The child will be able to kick a 10" stationary ball with one foot from a stationary position six feet or more. 73

C. Given a 20" diameter circle drawn on the floor, the child will be able to step to the following directions: inside, outside, in front of, in back of, beside 81-85

D. Given a set of shapes, the child will be able to match identical circle, square, triangle, rectangle to those randomly set on the floor 88-91

E. Child will be able to do a forward roll, without assistance, on an axis perpendicular to the starting line. 79

F. Child will be able to do a knee and seat bounce on trampoline and seat bounce on trampoline without assistance. 92

Continued Motor Skills	Test Item No.
G. The child will be able to walk forward on the entire length of 10' x 4" beam without stepping off.	80
H. The child will be able to stand on one foot, arms folded for 5 seconds.	74
I. The child will be able to jump with two feet 10 consecutive times	75
J. The child will be able to climb 5 dowels of a ladder, stabelized in a vertical position, using cross patterning of arms and legs	93
K. The child will be able to mimic model doing arm movements in unilateral, bi-lateral, and cross lateral fashion	76-78
L. The child will be able to throw a 4" plastic ball overhand a distance of more than 4 feet	72
M. Given the task by the examimer, the child will be able to indicate where is up and down in relation to his body	86-87

TESTING

PREPARATION

This instrument was designed to be administered individually to the child. Prior to giving the test, the examiner should review the test items thoroughly and familarize yourself with the score sheet and scoring process. Listed below are steps to take prior to testing a child.

1. Read the test throughly.
2. Familiarize yourself with the score sheet and scoring process.
3. Using the checklist of materials provided, check to make sure that all materials are in the testing kit.
4. The estimated time for administering the total test in 90 minutes. Develop a testing schedule so that you can test the child in three (3) sessions of twenty (20) minutes each. The motor skills section of the test is tested in the gym by the perceptual-motor specialist. That section requires 30 minutes to administer.

DIRECTIONS FOR TESTING

When testing young children it is important to test the child in a quiet place in an area free of distractors. It would be best for the examiner to chat with the child prior to testing and have the mother leave the room while the child is working on the test. It is important that you read the instructions exactly as they are written. Do not give hints or change the wording in any way. When you are giving the test, praise the child for his successess and encourage him to attempt items even when he wants to give up. Avoid doing or saying anything that would indicate that he has failed on any item.

SCORING

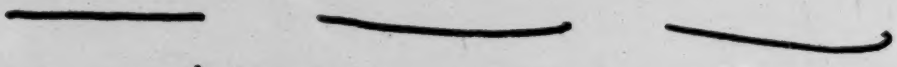
When scoring the test, check the appropriate column indicating the childs response for items 1-15, 21-49, and 53-70.

Item 16 should be scored using the draw-a-man scale of the Anton Brenner Developmental Gestalt Test of School Readiness.

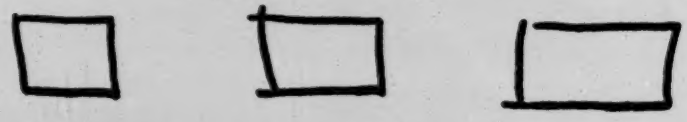
Item 17 should be scored using the criteria stated in Illinois Test of Psycholinguistic Abilities for the verbal expression sub-test.

Items 50-52 should be scored correct if the figure drawn looks reasonably like the models displayed below.

Striaght line



Square



Circle

For Items 71-93 the child will be scored on the best performance of three trials. Scoring should be based upon the criteria stated in the Pontiac Perceptual Motor Inventory.

Child's Name _____ Birth Date _____

CHECK LIST: Pre-School Assessment

		Item Number and Description	Response			
			Date Pre-Test		Date Post-Test	
			Correct	Incorrect	Correct	Incorrect
Self Awareness	1	name				
	2	age				
	3	address				
	4	head				
	5	ears				
	6	feet				
	7	mouth				
	8	fingers				
	9	hair				
	10	chest				
	11	hands				
	12	eyes				
	13	neck				
	14	arms				
	15	nose				
	16	draw-a-person	on seperate paper			
Language Skills	17	ball	on separate paper			
	18	block	on separate paper			
	19	envelope	on separate paper			
	20	button	on separate paper			
	21	scissors	not pre-tested			
	22	chair	not pre-tested			
	23	pencil	not pre-tested			
	24	toys	not pre-tested			
	25	table	not pre-tested			
	26	crayons	not pre-tested			

Child's Name _____ Birth Date _____

CHECK LIST: Pre-School Assessment

		Item Number and Description	Response Date Pre-Test Correct	Pre-Test Incorrect	Date Post-Test Correct	Post-Test Incorrect
	27	papers	not pre-tested			
	28	books	not pre-tested			
Cognitive Skills	29	red				
	30	blue				
	31	yellow				
	32	green				
	33	purple				
	34	brown				
	35	black				
	36	orange				
	37	white				
	38	not same - square	not pre-tested			
	39	not same - rectangle	not pre-tested			
	40	same size				
	41	most members				
	42	tallest				
	43	shortest				
	44	longest				
	45	shortest				
	46	circle				
	47	square				
	48	triangle				
	49	rectangle				
	50	draw straight line	not pre-tested			
	51	draw square	not pre-tested			
	52	draw circle	not pre-tested			

Child's Name _____ Birth Date _____

CHECK LIST: Pre-School Assessment

		Item Number and Description	Response Date Pre-Test Correct	Response Date Pre-Test Incorrect	Response Date Post-Test Correct	Response Date Post-Test Incorrect
	53	inside				
	54	outside				
	55	beside				
	56	in front of				
	57	in back of				
	58	over				
	59	under				
	60	count to 10				
	61	identify set of 3	not pre-tested			
	62	identify set of 6	not pre-tested			
Career Awareness	63	lady cooking	not pre-tested			
	64	doctor	not pre-tested			
	65	fireman	not pre-tested			
	66	painter	not pre-tested			
	67	bus driver	not pre-tested			
	68	mailman	not pre-tested			
	69	salesperson	not pre-tested			
	70	milkman	not pre-tested			
Motor Skills	71	bounce ball	not pre-tested			
	72	throw ball	not pre-tested			
	73	kick ball	not pre-tested			
	74	stand 5 seconds	not pre-tested			
	75	jump 10 times	not pre-tested			
	76	bi lateral	not pre-tested			
	77	uni lateral	not pre-tested			
	78	cross lateral	not pre tested			

Child's Name _____ Birth Date _____

CHECK LIST: Pre-School Assessment

		Item Number and Description	Response			
			Date		Date	
			Pre-Test		Post-Test	
			Correct	Incorrect	Correct	Incorrect
	79	forwardroll	not pre-tested			
	80	balarce beam	not pre-tested			
	81	step inside	not pre-tested			
	82	step outside	not pre-tested			
	83	step in front	not pre-tested			
	84	step in back	not pre-tested			
	85	step beside	not pre-tested			
	86	up	not pre-tested			
	87	down	not pre-tested			
	88	match circle	not pre-tested			
	89	match rectangle	not pre-tested			
	90	match triangle	not pre-tested			
	91	match square	not pre-tested			
	92	knee-seat bounce	not pre-tested			
	93	climb ladder	not pre-tested			

PAPER FOR DRAWING PERSON

CHILD'S NAME _____

DATE _____

Item 16

Item 17 - BALL

Item 18 - BLOCK

Item 19 - ENVELOPE

Item 20 - BUTTON

TEM SCORES

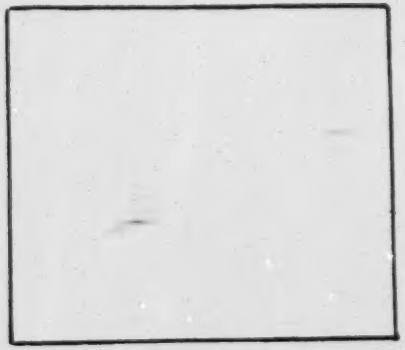
PAPER FOR DRAWING SHAPES

CHILD'S NAME_____

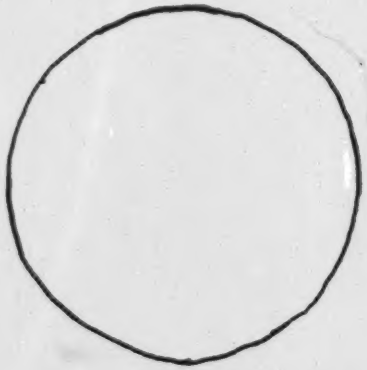
DATE_____

Item 50

Item 51



Item 52



LIST OF MATERIALS NEEDED FOR TESTING

1	Boy paper doll
1	Girl paper doll
1 Box	Crayons (jumbo)
1	Red rubber ball
1	Envelope
1	Button
1	Color chart
1	Nail
1	Strip of construction paper
2	Pencils
	Score sheets
	Paper for drawing shapes
	Paper for drawing persons
	Shoe box
3	Large Blocks
11	Small Blocks
1	Paper shaped circle
1	Paper shaped square
1	Paper shaped triangle
1	Paper shaped rectangle

SELF AWARENESS

Instructions to examiner:

Test child in a pleasant area free from excessive noise and distraction.

Chat with the child and relax them before testing.

Instructions to child:

Item 1 "We are going to play a game and do some fun things. First, I have to write your name on the paper. Tell me your whole name - your first and last name."

Item 2 "How old are you? Tell me how many years old you are."

Item 3 "Where do you live? Tell me your address."

Instructions to examiner:

Place the doll in front of the child.

"I have a paper doll for you to see. This is our doll. Let's play a game."

Instructions to child:

Item 4	"Show me the doll's head"	(or)	"show me your head."
Item 5	"Show me the doll's ears"	(or)	"show me your ears."
Item 6	"Show me the doll's feet"	(or)	"show me your feet."
Item 7	"Show me the doll's mouth"	(or)	"show me your mouth."
Item 8	"Show me the doll's fingers"	(or)	"show me your fingers."
Item 9	"Show me the doll's hair"	(or)	"show me your hair."
Item 10	"Show me the doll's chest"	(or)	"show me your chest."
Item 11	"Show me the doll's hands"	(or)	"show me your hands."
Item 12	"Show me the doll's eyes"	(or)	"show me your eyes."
Item 13	"Show me the doll's neck"	(or)	"show me your neck."
Item 14	"Show me the doll's arms"	(or)	"show me your arms."
Item 15	"Show me the doll's nose"	(or)	"show me your nose."

Instructions to examiner:

Place paper for drawing a person and crayons in front of the child.

Instructions to child:

Item 16 "Here is a piece of paper and some crayons for you to use. Draw a picture of a person. You can draw a picture of yourself or your mama or _____."

LANGUAGE SKILLS

Instructions to examiner :

Keep the items out of view of the child until it is appropriate to present that given item.

Encourage the child to talk in the manner permitted. Write down exactly what the child says.

Instructions to child :

Demonstration item:	"Look at this." Show child nail provided. "Tell me about it." Encourage child to give you as much information as possible: "What is it, what is it made out of, what do you do with it? etc."
Item: 17 Ball	Place the red rubber ball in front of the child and say, "Tell me everything you can about this."
Item: 18 Block	Place the block in front of the child and say, "Tell me everything you can about this."
Item: 19 Envelope	Place the envelope in front of the child and say, "Tell me everything you can about this."
Item: 20 Button	Place the button in front of the child and say, "Tell me everything you can about this."

Illinois Test of Psycho Linguistic Abilities, verball expression sub-test.

Instructions to examiner

Display pictures in front of child.

Instructions to child

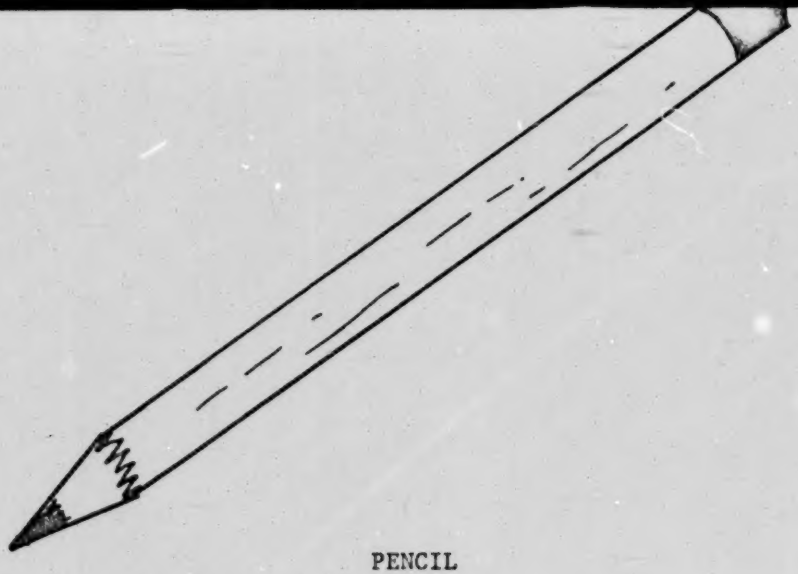
"We are going to look at some pictures and you can point to the one I ask for.

Item 21 Point to scissors.

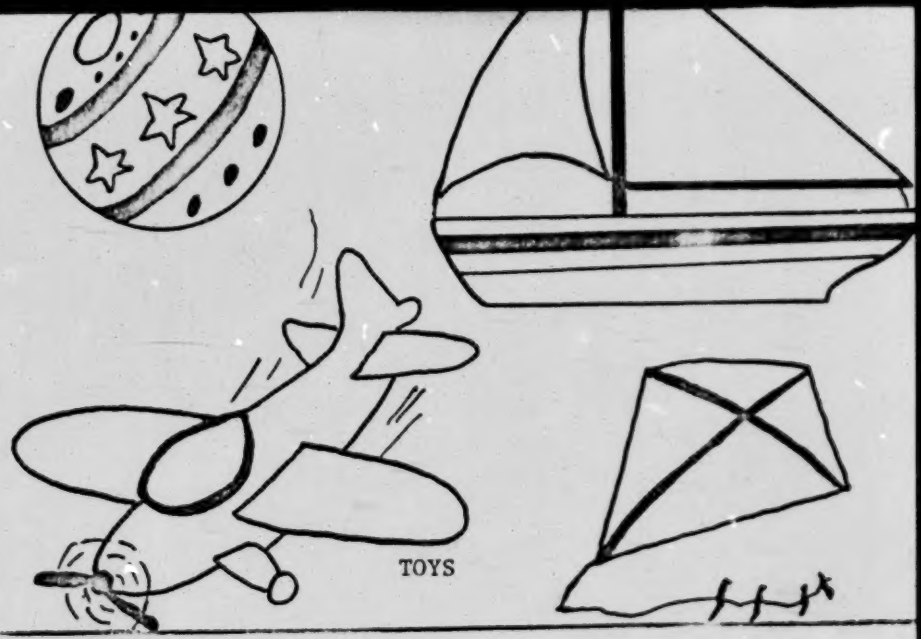
Item 22 Point to chair.

Item 23 Point to pencil.

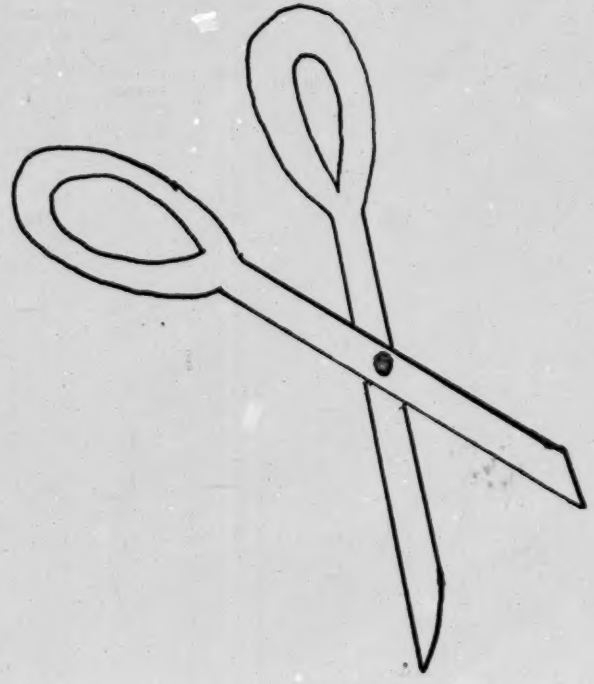
Item 24 Point to toys.



PENCIL



TOYS



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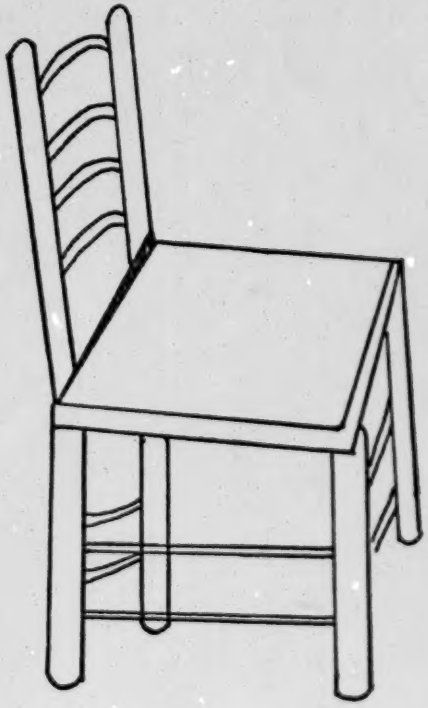


CHAIR

Instructions to examiner

Display pictures in front of child.

Instructions to child

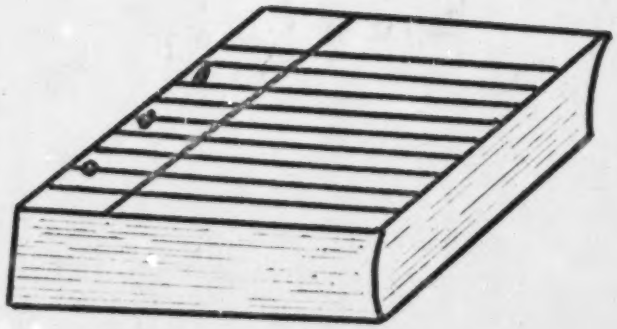
"We are going to look at some more pictures and you can point to the one I ask for.

Item 25 Point to table.

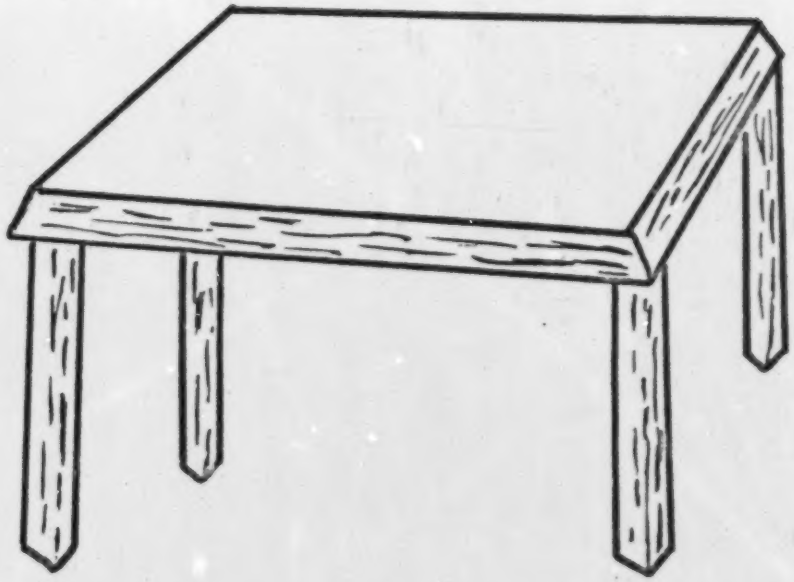
Item 26 Point to crayon.

Item 27 Point to papers.

Item 28 Point to books.



PAPERS



TABLE

CRAYONS

BOOK

COGNITIVE SKILLS

Instructions to examiner:

Display color chart from test kit.

Instructions to child:

Item 29	"Point to the color red."
Item 30	"Point to the color blue."
Item 31	"Point to the color yellow."
Item 32	"Point to the color green."
Item 33	"Point to the color purple."
Item 34	"Point to the color brown."
Item 35	"Point to the color black."
Item 36	"Point to the color orange."
Item 37	"Point to the color white."

Items from Pontiac Criterion Referenced Test

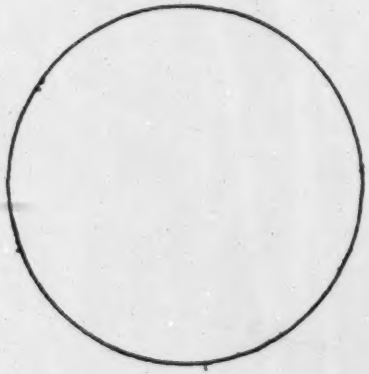
Instructions to examiner:

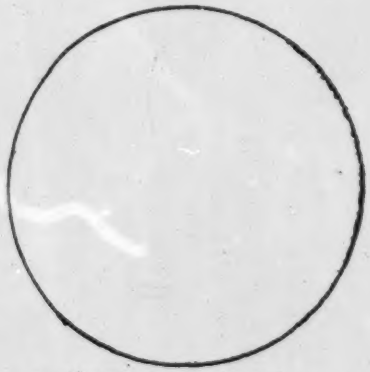
Display one row of pictures at a time.

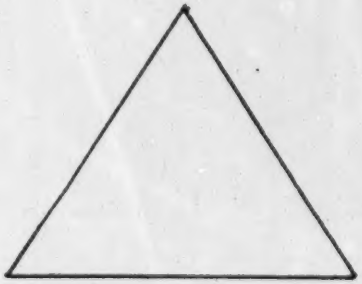
Instructions to child:

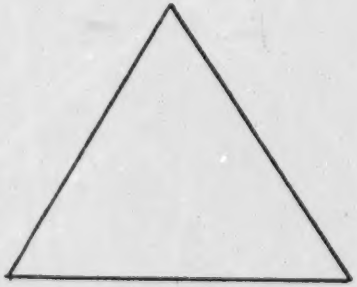
Item 38 "Look at this row of pictures. Put your finger on the picture that is different from the others--that is not the same."

Item 39 "Look at this row of pictures. Put your finger on the picture that is different from the others--that is not the same."









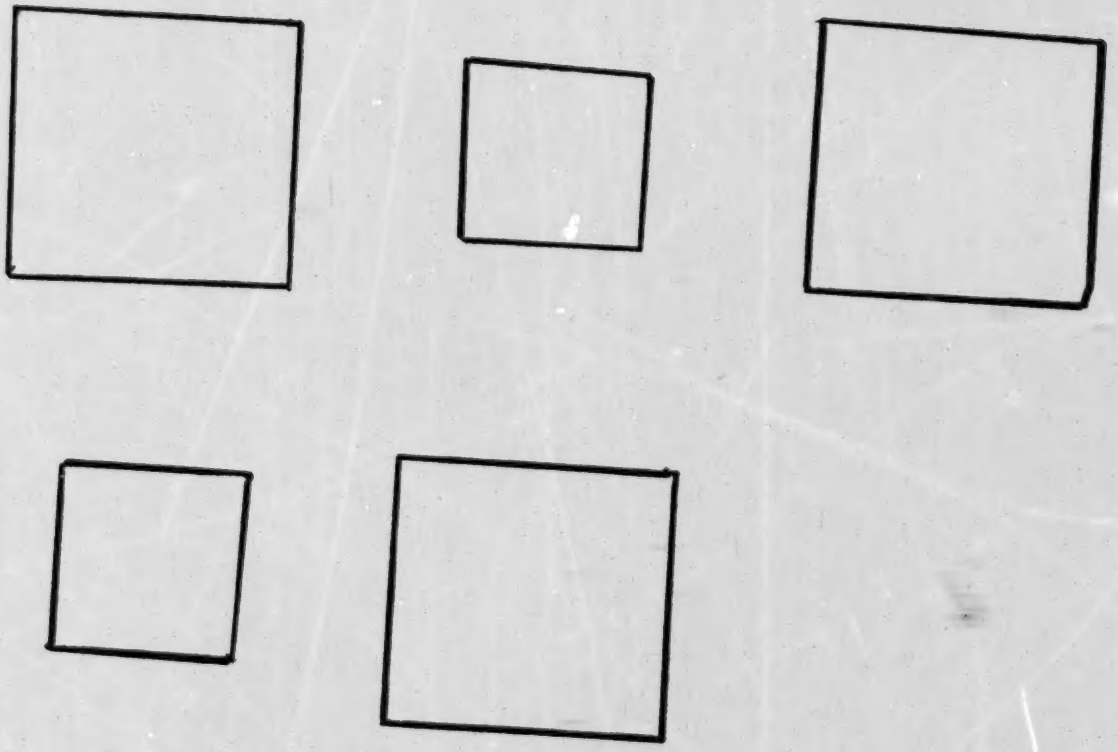
Instructions to examiner:

Place the group of blocks (3 large and 2 small) on the paper as outlined in front of the child.

Instructions to child:

Item 40 "Give me the blocks that are all the same size."

Items from Pontiac Criterion Referenced Test

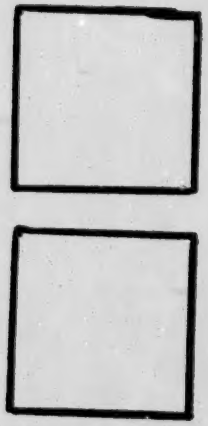


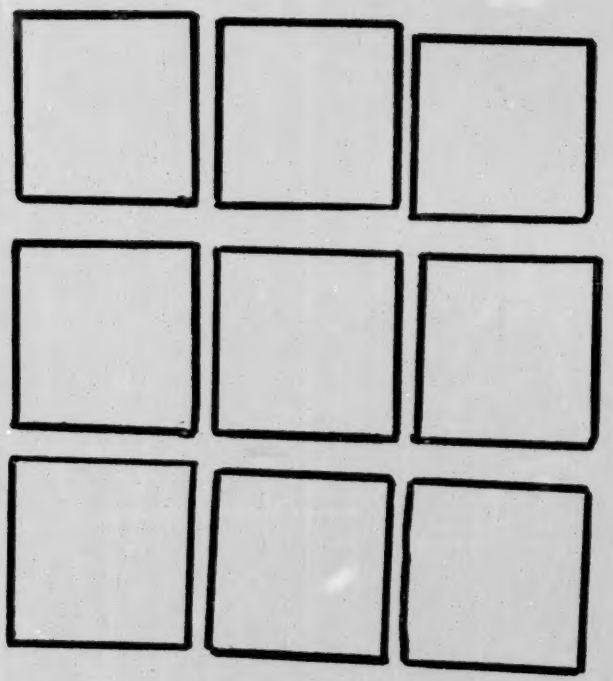
Instructions to examiner:

Display the groups of blocks on the paper as outlined in front of the child.

Instructions to child:

Item 41 "Point to the set that has the most members. Which group has more blocks in it?"





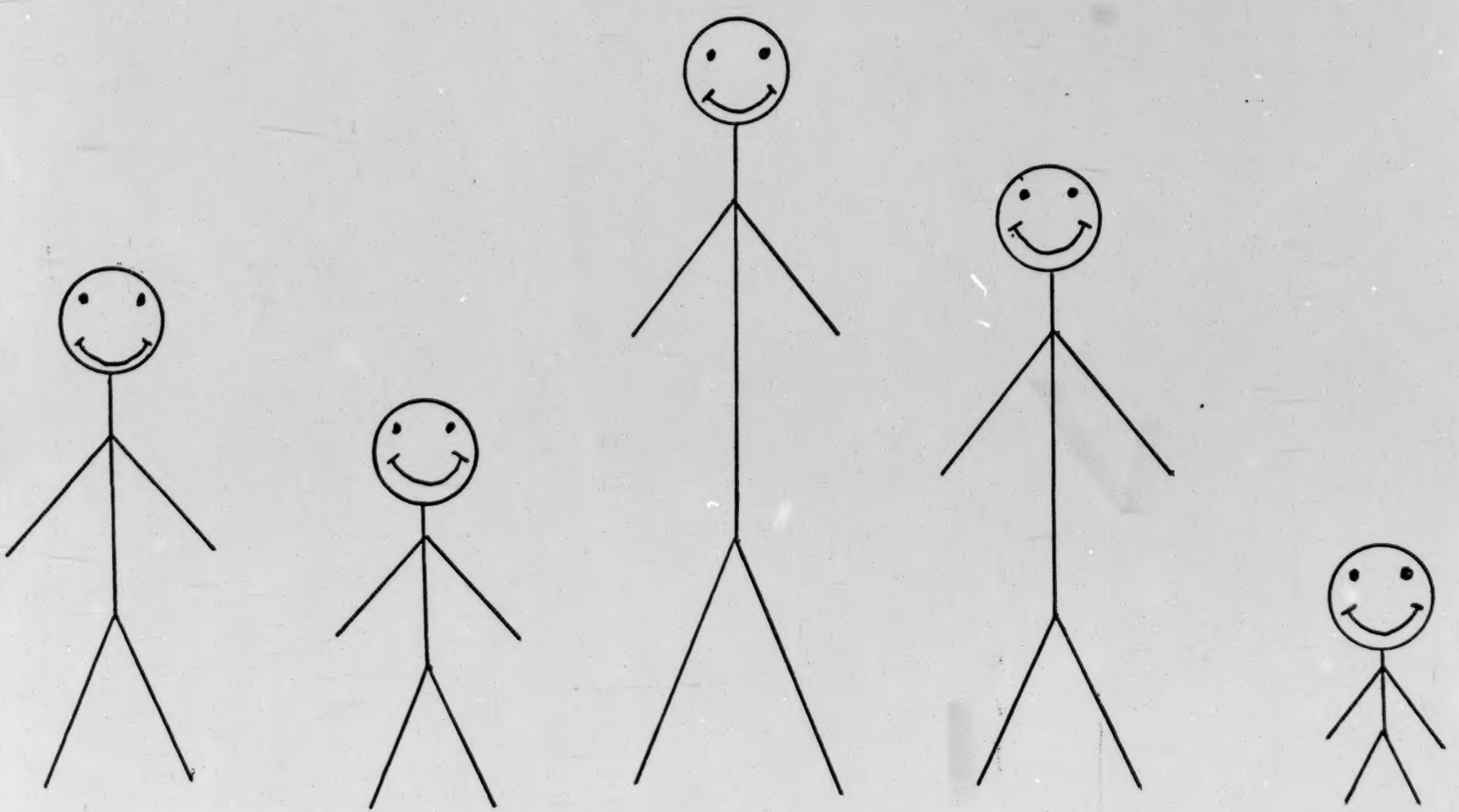
Instructions to examiner:

Display picture.

Instructions to child:

Item 42 "Point to the tallest boy in the picture.

Item 43 "Point to the shortest boy in the picture.



Instructions to examiner:

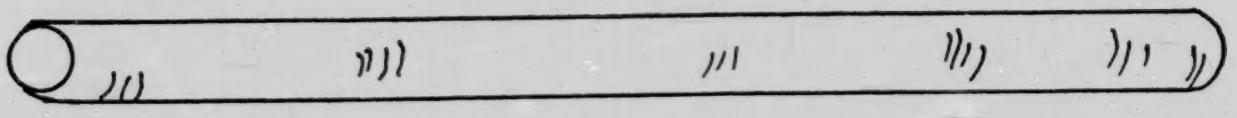
Display picture.

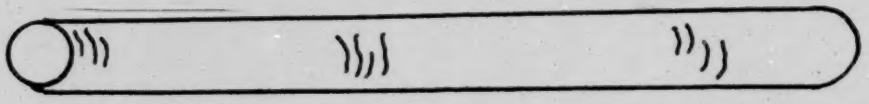
Instructions to child:

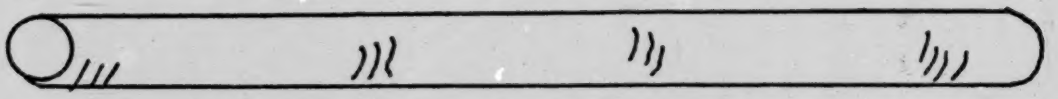
Item 44 "Point to the longest straw."

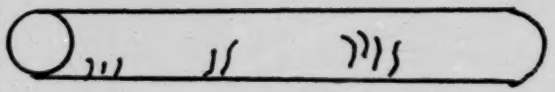
Item 45 "Point to the shortest straw."

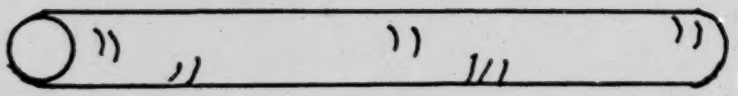
Items from Pontiac Criterion Referenced Test











Instructions to examiner:

Display shapes.

Instructions to child:

Item 46	"Hand me the circle."
Item 47	"Hand me the square."
Item 48	"Hand me the triangle."
Item 49	"Hand me the rectangle."

Instructions to examiner:

Place the paper for drawing figures in front of the child and give them a pencil.

Instructions to child:

Item 50 "Look at this picture." Point to the straight line. "It is a straight line." Point to space below. "Draw a straight line right here.

Item 51 "Look at this square." Point to the square. "It is a square. Point to space below. "Draw a square right here."

Item 52 "Look at this circle." Point to the circle. It is a circle. Point to the space below. "Draw a circle right here."

Instructions to examiner :

Hand a large block to the child. Place the box on the table.

Instructions child :

Item 53 "Put the block inside the box."

Item 54 "Hold the block outside the box."

Item 55 "Put the block beside the box."

Item 56 "Hold the block in front of the box."

Item 57 "Hold the block in back of the box."

Item 58 "Hold the block over the table."

Item 59 "Hold the block under the table."

Items from Pontiac Criterion Referenced Test

Instructions to examiner :

Instructions to child :

Item 60 "Can you count to ten?

Let's hear you count out loud to ten.

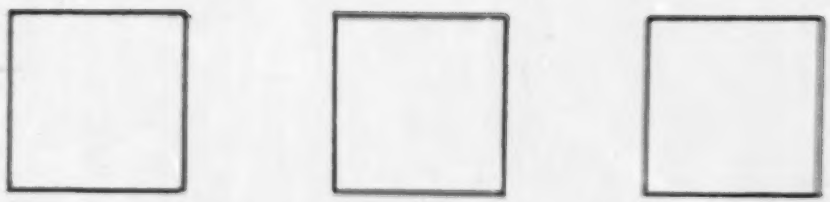
I'll help you start: one,"

Instructions to examiner:

Display blocks on page as outlined.

Instructions to child:

Item 61 "Look at these blocks. Tell me how many there are."

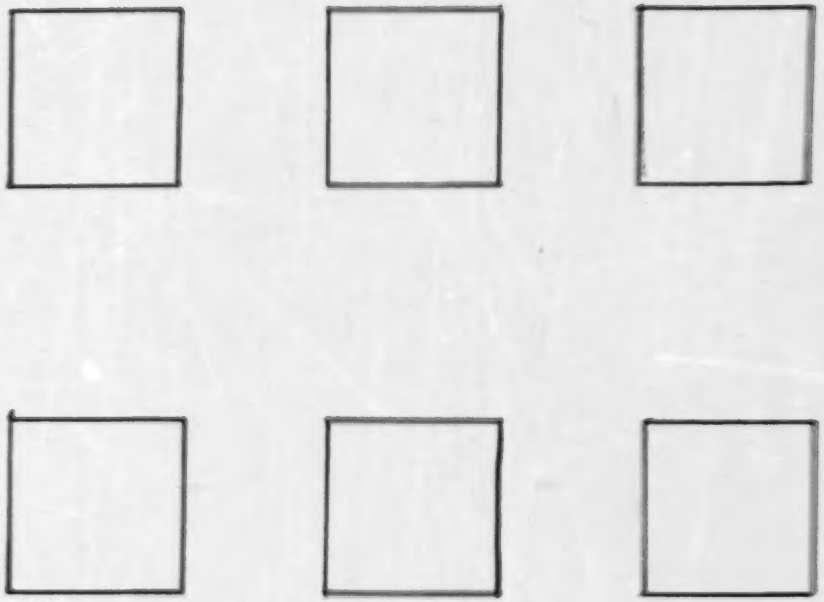


Instructions to examiner:

Display blocks on page as outlined.

Instructions to child:

Item 62 "Look at these blocks. Tell me how many there are."



CAREER AWARENESS

Instructions to examiner:

Display pictures in front of child. Point to appropriate picture as you ask questions.

Instructions to child:

"What job does this person have?"(or) "What does this person do?"

Item 63	"Point to lady cooking."
Item 64	"Point to doctor."
Item 65	"Point to fireman."
Item 66	"Point to painter."

Pictures from units of Pontiac Comprehensive Career Education Model

Instructions to examiner:

Display pictures in front of child. Point to appropriate picture as you ask question.

Instructions to child:

"What job does this person have?" (or) "What does this person do?"

Item 67 "Point to bus driver."

Item 68 "Point to mailman."

Item 69 "Point to saleslady."

Item 70 "Point to milkman."

Pictures from units of Pontiac Comprehensive Career Education Model

SALE

MILK
MILK
MILK

MOTOR SKILLS

Item 71 Instructions to examiner:

Test in an area at least 15 feet square with no obstructions from furniture and facing a blank wall. Face child about 3 or 4 feet away. Take the ball and hold it in both hands chest high away from your body. Drop and catch it three consecutive times with your hands without letting it touch your body. Child has three "trials" to do the task.

Instructions to child:

"We are going to bounce the ball. Watch me do it. "Demonstrate. "Now you do it the same way."

Item 72 Instructions to examiner:

Draw a chalk line 15' from a wall. Stand behind the line and throw the ball overhand. Demonstrate two or three times then put ball on floor for child to pick up. (By doing this, the child will use his dominate hand.) Child has three "trials."

Instructions to child:

"Now we are going to throw the ball. Watch me do it." Demonstrate. "Now you do it."

Item 73 Instructions to examiner:

Using a chalk line drawn 15' from wall, test in an area with no obstructions from furniture and facing a blank wall. Set the ball on the line and stand behind it. Kick the ball from a stationary position with either foot. Child has three "trials."

Instructions to child:

"I'm going to kick the ball. Demonstrate. Watch me do it." "Now let's see you kick the ball."

Item 74 Instructions to examiner:

Test in an area away from walls and furniture on a level floor. Stand on one foot with arms folded for 5 seconds while maintaining balance. Child has three "trials" to do task.

Instructions to child:

"I'm going to stand on one foot. Watch." Demonstrate. "Let's see you do it."

Item 75 Instructions to examiner:

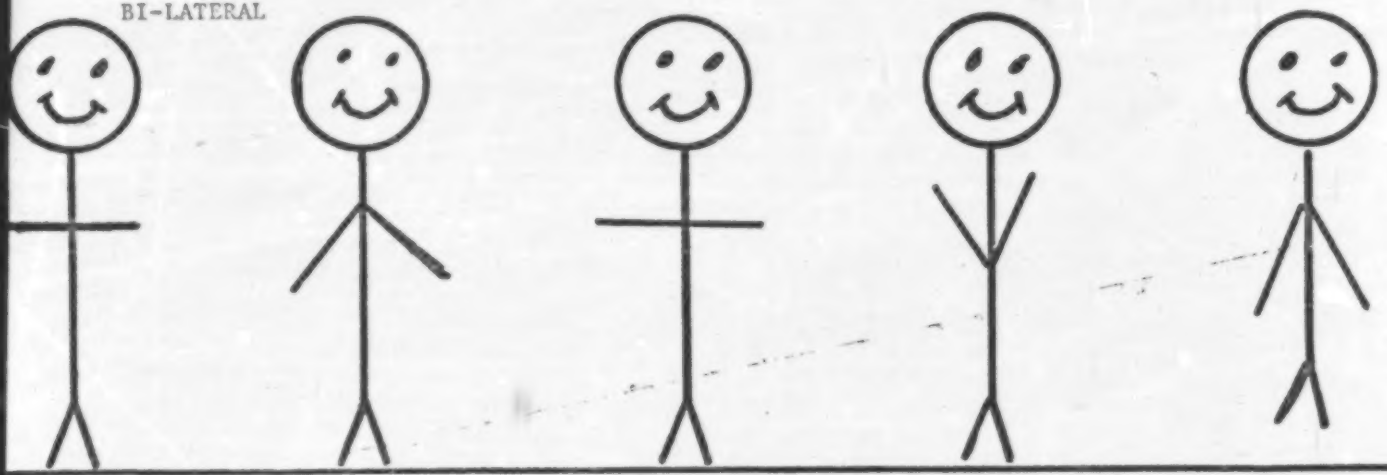
Test in an area away from walls and furniture on a level floor. Jump with both feet 10 consecutive times. Child has three "trials" to do task.

Instructions to child:

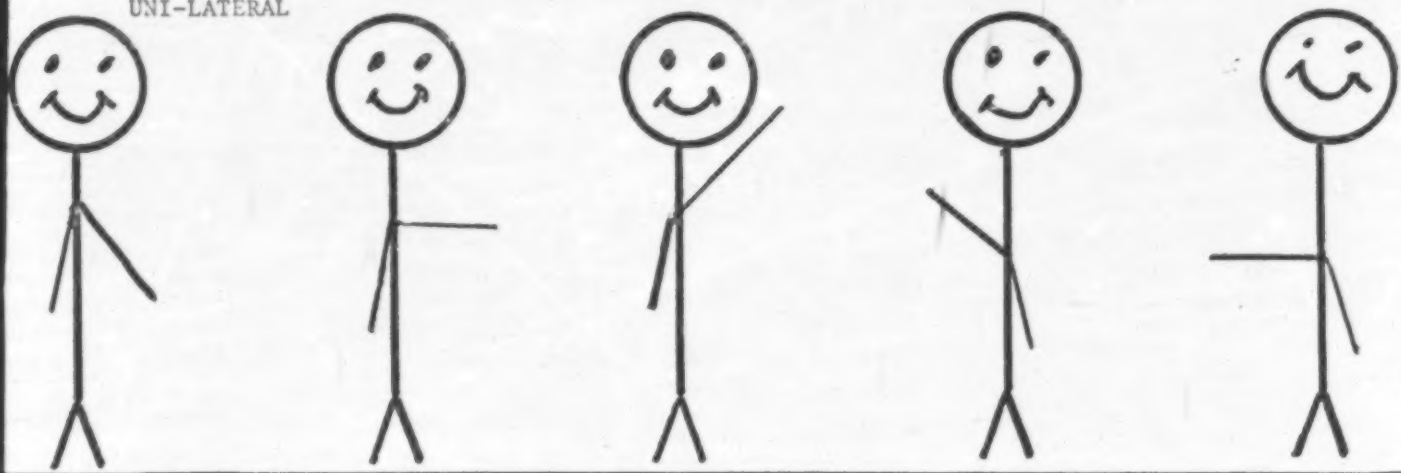
"Jumping is fun. Watch me jump. Demonstrate. "Now you jump the same way 10 times."

Item 76	Bi-lateral Movement	Instructions to examiner:
Item 77	Uni-lateral Movement	Child and examiner face one another.
Item 78	Cross-lateral Movement	Instructions to child:
	(Do sequence shown below)	"Do what I do. Follow what I do."

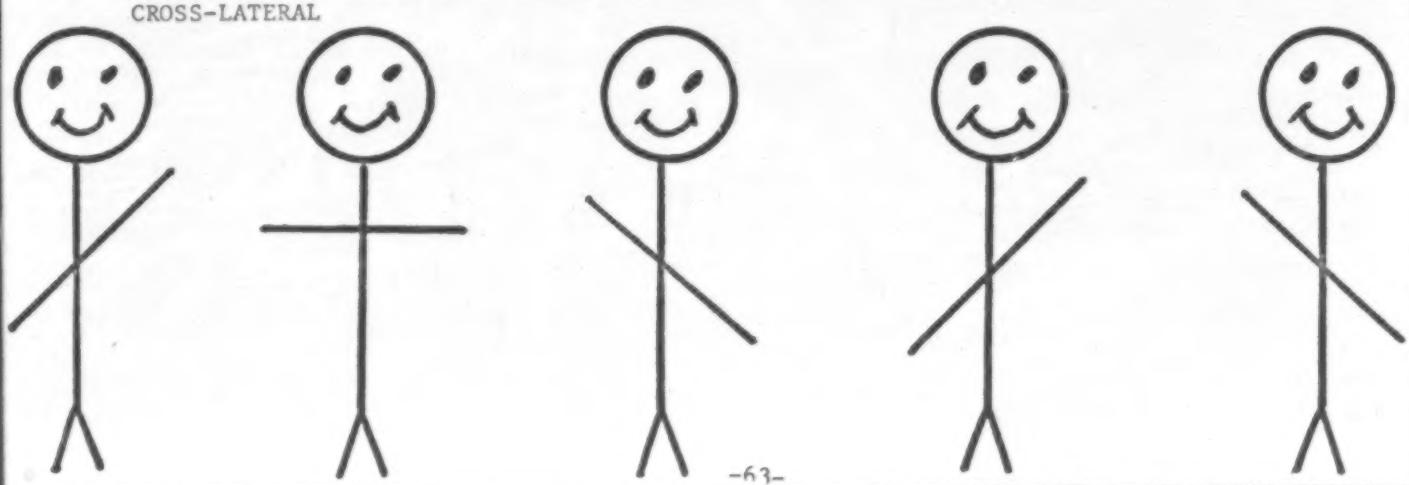
BI-LATERAL



UNI-LATERAL



CROSS-LATERAL



Item 79 Instructions to examiner:

Place a tumbling mat on a level floor away from the walls and furniture. Squat down at the edge of the mat, tuck head under, go over on your back doing a complete turn. Child has three "trials" to do task.

Instructions to child:

"This is a lot of fun. Now I would like you to try it."

Item 80 Instructions to examiner:

Place balance beam on floor away from walls and furniture. Walk the length of the balance beam placing the heel of one foot in front of the toe of the other foot. Child has three "trials" to do task.

Instructions to child:

"I'm going to walk on this board without falling off. Watch how I do it." Demonstrate. "Now you do it."

Instructions to examiner:

Draw a chalk circle 20" in diameter on a level floor away from walls and furniture.

Instruction to child:

"Look at this big circle on the floor."

Item 81 "Step inside the circle."

Item 82 "Step outside the circle."

Item 83 "Step inside the circle----now step in front of the circle."

Item 84 "Step inside the circle----now step in back of the circle."

Item 85 "Step inside the circle----now step beside the circle."

Instructions to examiner:

Have child stand on a level floor.

Instructions to child:

Item 86 "We are going to play a little game." "Where is up? Point up."

Item 87 "Where is down? Point down."

Instructions to examiner:

Randomly set on a floor (free from design, lines or other distractors) a circle, square, triangle and rectangle.

Instructions to child:

"I am going to give you some shapes just like the ones on the floor and I want you to match them----find the one that is the same."

Item 88 Hand child the circle. "Find the one that is the same."

Item 89 Hand child the rectangle. "Find the one that is the same."

Item 90 Hand child the square. "Find the one that is the same."

Item 91 Hand child the triangle. "Find the one that is the same."

Item 92 Instructions to examiner:

Place trampoline on level floor away from walls and no overhead obstructions. Place a person on each side of the trampoline. Demonstrate knee and seat bounce.

Instructions to child:

"We are going to jump on this trampoline. I'm going to do it first then you can do it. Watch me bounce on my knees and then on my seat." Demonstrate. "Now you do it."

Item 93 Instructions to examiner:

Fix a dowel ladder in a vertical position to a solid wall. Demonstrate climbing the ladder.

Instructions to child:

"We are going to climb this ladder. I'm going to do it first and then you can do it. Watch me climb the ladder." Demonstrate. "Now you do it."